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ABSTRACT

The pupil personnel services unit goals and student objectives set down in the booklet were produced by one California high school's counseling staff in order to comply with a State legislature mandate for accountability. Behavioral objectives have been set in five domains: the educational, the social/personal, career development, the consultative, and job satisfaction. The booklet is comprised of one-page forms designed to facilitate the planning and the evaluation of the achievement of each objective. The unit goal, the specific objective, the indicator, an evaluation grid, and a space to record a "work plan" are provided on each form. A brief implementation plan is outlined, and a flow chart related to objectives connected to questions in a career planning survey is given. The career planning survey (a student questionnaire), designed to help counselors meet the student's needs, is included in the document. (AJ)

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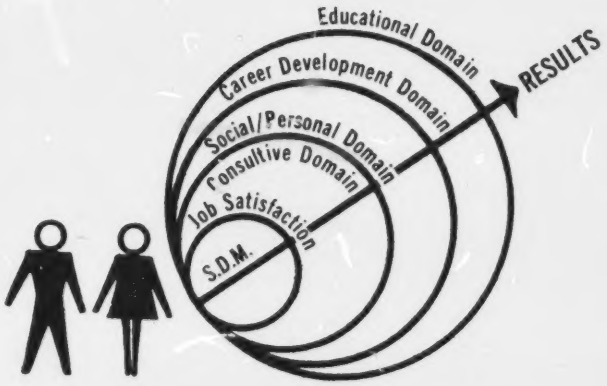
GOALS AND OBJECTIVES FOR PUPIL PERSONNEL SERVICES



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Westminster High School

Huntington Beach Union High School District

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PREFACE

Over the years procedures utilized to evaluate Guidance Services in our public schools have generally resulted in positive indications. However, indications of success are no longer good enough. As of October, 1973 the California State Legislature has mandated that local school districts be held accountable for what they do or do not do. School personnel must now be concerned with results. No longer can we leave unanswered the question of the "real" effectiveness of pupil personnel programs in our public schools.

The Unit Goals and Student Objectives set down in this booklet are the result of a joint effort on the part of the Counseling Staff at Westminster High School. The objectives even though designed for a special purpose are to be considered a part of a total process, a process that must be periodically reviewed, evaluated and revised to meet the changing needs of the school and society.

The Student Objectives as presented here do not, of course, cover every aspect of pupil personnel services; however, it is expected and desirable that, as the need arises, additional objectives will be contributed by individual staff members.

E. H. Fillmore

Emery Fillmore
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HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

General Philosophy and Goals of Education

PHILOSOPHY

The Huntington Beach Union High School District believes that the schools and the community are partners in the education of youth, but that the primary responsibility rests with the school. The Huntington Beach Union High School District believes that the schools and the community should provide an atmosphere where there is an active commitment to further each individual's natural desire to learn, realizing that the ultimate responsibility for the education of any individual rests with the individual himself.

The Huntington Beach Union High School District believes that each individual student, regardless of sex, race, color, religion, ability, wealth, or background, must be prepared for effective living as a contributing citizen in a rapidly-changing society where life-long learning must be viewed as a normal expectation.

The District believes that the educational program should promote excellence based upon the optimum fulfillment of each individual's capabilities as determined by his experiences, needs, and incentives. It accepts the responsibility to provide the maximum opportunity for its students to acquire the basic skills and knowledge to be intellectually curious and aesthetically aware, to think and work creatively, to live healthfully, to achieve self-discipline and economic efficiency, to understand the obligations of democratic living and learn to live in harmony with nature and with others.

In the accomplishment of its philosophy, the District shall strive for constant improvement of the educational program; help each student develop into a well-adjusted, useful, intelligent, contributing citizen; maintain constant involvement with all segments of the community; and provide an efficient and effective management and utilization of human and financial resources.

GOALS

The following goals have been adopted in order to provide more specific direction in the implementation of the philosophy. They fall into four major categories with which the philosophy deals: Self-Realization, Human Relationships, Economic Efficiency and Civic Responsibility.

In the listing of these goals, no priority order is intended.

Self-Realization

1. To provide an educational program which encourages each student to learn how to think and develop modes of inquiry in order to adapt to any of life's challenges with confidence and effective behavior.

2. To provide the opportunity for each student to acquire the basic skills, information, and concepts in order to be intellectually curious; to develop habits of listening, observing, and reasoning effectively; and to think and work creatively.

3. To provide each student the opportunity to develop both verbal and non-verbal skill in communication.

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General Philosophy and Goals of Education

4. To provide each student the opportunity to develop skill in intelligent, constructive, critical, and creative thinking so that he may develop the ability to analyze situations, recognize resources, evaluate alternatives, make judgments, accept responsibility, and take intelligent action.

5. To provide each student the opportunity to recognize the value of developing intellectual curiosity and of acquiring a positive attitude toward learning as a life-long process by engaging in educational experiences which are relevant to his present and future needs.

6. To provide each student the opportunity to cultivate an appreciation for beauty in various forms and to encourage the development of individual creative self-expression and talent through various media.

7. To provide each student the opportunity to pursue and develop personal interests and to develop skills which will encourage a creative, productive, and enjoyable use of leisure time.

8. To provide each student with an awareness of the importance of physical fitness and sound personal habits of health and safety, and the opportunity to develop positive attitudes toward the conservation of human resources, both for the individual and for society.

9. To provide an atmosphere conducive to good mental health and to provide each student the opportunity to develop his individual feelings of self worth, self understanding, and self confidence.

Human Relationships

1. To assist the home in providing for each student the opportunity to develop a sensitivity to moral standards which will provide firm support for ethical behavior.

2. To provide each student the opportunity to develop an appreciation and respect for the cultural heritages of other peoples of the world, a respect for the worth and dignity of each person in a society, and an awareness of how each enriches the world.

3. To provide each student the opportunity to increase his understanding and acceptance of himself so that he will learn to accept, understand, and appreciate others.

4. To provide each student the opportunity to appreciate the significance of a stable family unit to an enduring society so he can develop both wholesome and responsible attitudes and skills necessary for functioning within the family structure.

Economic Efficiency

1. To provide each student the opportunity to understand economic principles; to become a well-informed consumer; and to develop an understanding of the effective use of economic, human, and natural resources.

2. To provide each student the opportunity to make mature and appropriate educational and occupational choices and to develop the skills and flexibility necessary for economic competence in a rapidly-changing society.

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Civic Responsibility

1. To provide each student the opportunity to develop an understanding and appreciation of our American heritage and the corresponding civic obligations, responsibilities and laws of our governing bodies.

2. To provide each student the opportunity to develop an awareness and appreciation of an individual's rights and responsibilities toward all levels of his government and to encourage each student to exercise those rights through individual participation and involvement to the fullest extent.

1971-72 Commissions on Goals
Approved: May 24, 1972

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WESTMINSTER HIGH SCHOOL PUPIL PERSONNEL DEPARTMENT GOAL

To provide each student with the opportunity to participate in various types of programs and activities so he may mature socially and emotionally, progress educationally and make realistic life and career plans.

PUPIL PERSONNEL DEPARTMENT UNIT GOALS

1.0 Educational Domain

To establish and maintain a system which will ensure all students the opportunity to develop educational objectives that are consistent with their interests, abilities and values.

2.0 Career Development Domain

To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

3.0 Personal/Social Domain

To establish and maintain a system which will ensure that all students have the opportunity to experience accepting, non-judgmental relationships necessary to achieve personal and social adjustment.

4.0 Consultive Domain

To establish and maintain a system which will ensure that teachers, administrators, board members, and community resource people are aware of and involved in giving consideration to individual needs of students.

5.0 Job Satisfaction

To establish and maintain a system that will ensure the opportunity for all pupil personnel staff to achieve job satisfaction.

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Blankenship

EDUCATIONAL DOMAIN - 1.C

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Total number of students completing high school orientation L.A.P.s

OBJECTIVE: 1.1 Of the _____ ____th grade students needing assistance in high school orientation, ___% will be able to state their counselor's name and the steps involved in making an appointment.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
1972-73	%	---	80%	90%	98%	

Work Plan

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EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of students who successfully complete four-year Ed. plan L.A.P.

OBJECTIVE: 1.2 Of the _____ ___th grade students who indicated their need for pre-graduate educational counseling, ___% will indicate on a survey that they received "adequate" assistance in formulating a tentative Four Year Educational Plan!

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	75%	85%	

Work Plan

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EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of students who successfully complete Four-Year Education Plan L.A.P.

OBJECTIVE: 1.3 Of the _____ ___th grade students completing a "Tentative Four Year Educational Plan, ___% will indicate on a survey a reasonable level of confidence in their plan.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	65%	70%	80%	

Work Plan

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EDUCATIONAL DOMAIN - 1.0

Blanchard

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Completion of selected L.A.P.s after 9th grade orientation programs.

OBJECTIVE: 1.4 Of the _____ ___th grade students needing assistance in becoming aware of high school educational requirements, ___% will demonstrate a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	85%	90%	

Work Plan

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EDUCATICNAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of positive student response on a survey.

OBJECTIVE: 1.5 Of the ____ ___th grade students who indicated a need for post-high school educational requirements, ___% will indicate on a survey they received "adequate" assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	85%	95%	

Work Plan

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EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of counselor contacts with selected students.

OBJECTIVE: 1.6 Of the _____ ___th grade students needing assistance in becoming aware of correlations of capabilities with pre-graduate educational opportunities, ___% will demonstrate a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	80%	90%	

Work Plan

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EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of students attending group guidance programs.

OBJECTIVE: 1.7 Of the _____ ___th grade students needing assistance in becoming aware of correlations of capabilities with post-graduate educational opportunities, ___% will demonstrate a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	80%	90%	

Work Plan

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EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of students attending group guidance programs on post h.s. technical & trade school educational opportunities.

OBJECTIVE: 1.8 Of the _____ ___th grade students who indicated a need for post-high school technical and trade school counseling, ___% will be able to demonstrate their knowledge of a community college or a private trade school of their choice.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	80%	90%	

Work Plan

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Roser

EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of students completing selected LAPs.

OBJECTIVE: 1.9 Of the _____ ___th grade students needing assistance in learning about college entrance requirements (i.e. required courses, G.P.A., entrance tests) ___% will be able to list the basic entrance requirements for the college of his choice.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	80%	90%	95%	

Work Plan

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Rosier

EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Student survey

OBJECTIVE: 1.10 Of the _____ ___th grade students who indicated that they have made no definite plans at this time, ___% will have formulated a post-high school educational and/or work plan by June 1, 1973.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	50%	55%	75%	

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Bears

EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of counselor contacts with selected students.

OBJECTIVE: 1.11 Of the _____ ___th grade students with a GPA of 3.0 or above and a desire to receive a scholarship, ____% will in fact be awarded a scholarship.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	20%	25%	40%	

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Beans

EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of counselor contacts by students interested in scholarships.

OBJECTIVE: 1.12 Of the _____ ___th grade students who indicated their desire to receive assistance in obtaining scholarship information, ____% will indicate on a survey that they in fact received "adequate" assistance from a counselor.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	80%	90%	

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EDUCATIONAL DOMAIN - 1.0

UNIT GOAL: To establish and maintain a system which will ensure all students the opportunity to develop educational goals that are consistent with their interests, abilities and values.

Indicator
Number of students completing selected LAPs

OBJECTIVE: 1.14 Of the ____ ___th grade students requesting assistance in becoming aware of various types of "study techniques" ___% will demonstrate a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	65%	80%	85%	

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Atwood / Fillmore

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students referred to various campus advisors.

OBJECTIVE: 2.1 Of the _____ _____th grade students indicating their need for on-campus extra-curricular activities _____% will be so referred by their counselors.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	80%	90%	

Work Plan

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Atwood Fellmore

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgemental relationships necessary to achieve personal and social development.

Indicator
Feedback from advisors on referred students.

OBJECTIVE: 2.2 Of the _____ _____th grade students needing assistance in becoming a part of the on-campus extra-curricular activity program, _____% will indicate that they received adaquate assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	50%	70%	80%	

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Fillmore Attwood

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Feedback from advisors on referred students.

OBJECTIVE: 2.2a Of the _____ _____th grade students referred to one of the various on-campus extra-curricular programs, _____% will be in fact become involved in a program.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	40%	50%	55%	

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SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students participating in extra-curricular activities off campus.

OBJECTIVE: 2.3 Of the _____ _____to grade students indicating need for extra-curricular activities off campus, _____% will participate as referred.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	30%	40%	45%	

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Beaver

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgemental relationships necessary to achieve personal and social development.

Indicator
Number of students indicating increased awareness of inter-personal difficulties.

OBJECTIVE:

2.4 Of the _____ _____th grade students needing assistance in becoming aware of symptoms of their inter-personal difficulties, _____% will display assessable behavior as evidence of increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	50%	75%	80%	

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SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students displaying improved behavior.

OBJECTIVE: 2.5 Of the _____ _____th grade students needing assistance in reducing symptoms of inter-personal difficulties, _____% will display assessable behaviors as evidence of reduction of symptoms.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	50%	55%	60%	

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SOCIAL AND PERSONAL DOMAIN #2.0

Blankenship

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students indicating increased awareness of personal difficulties

OBJECTIVE: 2.6 Of the _____ _____th grade students needing assistance in becoming aware of symptoms of their personal conflicts, _____% will display assessable behavior as evidence of increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	70%	80%	

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SOCIAL AND PERSONAL DOMAIN #2.0

Blankenship

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students accepting counselor assistance with personal conflicts.

OBJECTIVE: 2.7 Of the _____ _____th grade students needing assistance in acquiring a plan to reduce symptoms of personal conflict, _____% will possess a reasonable plan.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	40%	50%	60%	

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SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students accepting counselor assistance with awareness of self.

OBJECTIVE: 2.8 Of the _____ _____th grade students needing assistance in becoming aware of characteristics of self, _____% will display assessable behaviors as evidence of a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	75%	80%	

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SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students displaying assessable behaviors as evidence of reduction of symptoms.

OBJECTIVE: 2.9 Of the _____ _____th grade students needing assistance in removing symptoms of personal difficulties, _____% will display assessable behaviors as evidence of reduction of symptoms.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	50%	60%	65%	

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Blankenship

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students accepting counselor assistance with inter-personal conflicts.

OBJECTIVE: 2.10 Of the _____ _____th grade students identified as needing assistance with inter-personal conflicts, _____% will participate in the counseling process.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	55%	75%	100%	

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Base

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students accepting counselor assistance with inter-personal conflicts.

OBJECTIVE: 2.11 Of the _____. _____th grade students needing assistance in acquiring a plan to reduce symptoms of inter-personal conflicts, _____% will possess a reasonable plan.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	70%	75%	

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Wallace Eldon

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system which will insure that all students have the opportunity to develop career objectives consistent with their interests, abilities, and values.

Indicator
Number of student initiated conferences with counselors.

OBJECTIVE: 2.12 Of _____ _____th grade students receiving unacceptable classroom behavior referrals, _____% will display assessable behavior as evidence of fewer referrals.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	50%	60%	65%	

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Wally Barbara

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students indicating increased awareness of symptoms of their attendance deficiency.

OBJECTIVE: 2.13 Of the _____ _____th grade students needing assistance in becoming aware of symptoms of their attendance deficiency, _____% will display assessable behavior as evidence of increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	40%	50%	60%	

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Wally Earlene

SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL:

To establish and maintain a system to insure that all students have the opportunity to experience the accepting non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students displaying assessable behaviors as evidence of reduction of symptoms.

OBJECTIVE: 2.14 Of the _____ _____th grade students needing assistance in reducing symptoms of attendance deficiency, _____% will display assessable behaviors as evidence of reduction of symptoms.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	14%	15%	12%	10%	

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SOCIAL AND PERSONAL DOMAIN #2.0

UNIT GOAL: To establish and maintain a system to insure that all students have the opportunity to experience the accepting, non-judgmental relationships necessary to achieve personal and social development.

Indicator
Number of students accepting counselor assistance with their symptoms of attendance deficiency.

OBJECTIVE: 2.15 Of the _____ _____th grade students needing assistance in taking active steps toward reducing their symptoms of attendance deficiency, _____% will possess a reasonable plan.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	40%	60%	75%	

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CAREER DEVELOPMENT DOMAIN - 3.0

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Number of students completing Guidance Center Orientation CAP.

OBJECTIVE: 3.1 Of the _____ ___th grade students needing assistance in becoming aware of the Career Guidance Center, _____% will demonstrate measurable behavior as evidence of increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	90%	90%	92%	95%	

Work Plan

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CAREER DEVELOPMENT DOMAIN - 3.0

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Number of students completing Guidance Center Orientation CAP.

OBJECTIVE: 3.2 Of the _____ ___th grade students needing assistance in becoming aware of resource material that may be found in the Guidance Center, ___% will display assessable behavior as evidence of a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	75%	80%	

Work Plan

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CAREER DEVELOPMENT DOMAIN - 3.0

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Number of students completing selected CAPs.

OBJECTIVE: 3.3 Of the _____ ___th grade students needing assistance in becoming aware of their interests, ___% will demonstrate assessable behavior as evidence of areasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	80%	85%	95%	

Work Plan

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UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Number of completed career work-ups interpreted to students by counselors.

OBJECTIVE: 3.4 Of the _____ ___th grade students who utilized the Educational and Career Guidance Center for self-assessment, _____% will have the assessment material interpreted to them by a counselor.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	85%	95%	

Work Plan

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UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Number of students completing selected CAPs.

OBJECTIVE: 3.5 Of the _____ ___grade students needing assistance in becoming aware of job application skills, _____% will be able to write an acceptable "letter of application".

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	75%	80%	

Work Plan

 BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Number of student/counselor "career planning" sessions.

OBJECTIVE: 3.6 Of the _____ _____ grade students who indicated on a survey their need for assistance in correlating their post-graduate educational and career plans with their capabilities, ____% will indicate that they have received adequate assistance.

Year	Unit of Mensure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	80%	90%	

Work Plan

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Number of students involved in Work Experience and who utilize Career Center (look up job information)

OBJECTIVE: 3.7 Of the _____ ___th grade students needing assistance in becoming aware of pre-graduate career opportunities, ___% will indicate on a survey that they have received adequate assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	75%	80%	

Work Plan

 BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Number of students attending various types of career program.

OBJECTIVE: 3.8 Of the _____ _____ grade students needing assistance in becoming aware of post-graduate career opportunities _____% will indicate they received adequate assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	65%	75%	85%	

Work Plan

BEST COPY AVAILABLE

CAREER DEVELOPMENT DOMAIN - 3.0

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Completion of selected CAPs.

OBJECTIVE: 3.9 Of the _____ _____th grade students needing assistance in becoming aware of pre-graduate career requirements, _____%' will indicate on a survey they received adequate assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	75%	80%	

Work Plan

BEST COPY AVAILABLE

CAREER DEVELOPMENT DOMAIN - 3.0

UNIT GOAL:

To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Number of students attending various types of career programs

OBJECTIVE: 3.10 Of the _____ _____ grade students needing assistance in becoming aware of post-graduate career requirements, _____% will indicate on a survey they received adequate assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	40%	60%	75%	85%	

Work Plan

CAREER DEVELOPMENT DOMAIN - 3.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Survey of students after graduation.

OBJECTIVE: 3.11 Of the _____ _____ grade students who indicated on a survey their top General Interest areas, _____% will enroll in an appropriate post-graduate career training program.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	65%	80%	85%	

Work Plan

 BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Number of students completing selected CAPs.

OBJECTIVE: 3.12 Of the _____ ____ grade students needing assistance in becoming aware of the major items to be considered when making a career choice, _____% will demonstrate increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%		55%	65%	75%	

Work Plan

BEST COPY AVAILABLE

CAREER DEVELOPMENT DOMAIN - 3.0

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Number of students completing selected CAPs.

OBJECTIVE: 3.13 Of the _____ _____ grade students needing assistance in becoming more aware of techniques of studying a career in depth, ____% will demonstrate increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%		70%	75%	80%	

Work Plan

BEST COPY AVAILABLE

CAREER DEVELOPMENT DOMAIN - 3.0

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Number of students completing selected CAPs

OBJECTIVE: 3.14 Of the _____ _____ grade students needing assistance in becoming aware of the requirements necessary to fill out a "resume" _____% will demonstrate increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	80%	85%	

Work Plan

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career objectives consistent with their interests, abilities and values.

Indicator
Number of counselor/student career planning "sessions".

OBJECTIVE: 3.5 Of the _____ students who indicated on a survey their need for assistance in learning more about their career capabilities, _____% will indicate on a survey that they received "adequate" assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	65%	75%	85%	

Work Plan

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Number of students completing selected CAPs.

OBJECTIVE: 3.16 Of the _____ ____grade students needing assistance in becoming aware of the do's and don't's of a job interview, ____% will display assessable behavior as evidence of a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	85%	90%	

Work Plan

 BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that all students have the opportunity to develop career goals consistent with their interests, abilities and values.

Indicator
Completion of selected CAPs

OBJECTIVE: 3.17 Of the _____ _____grade students needing assistance in becoming aware of the Educational and Career Guidance Center, ____% will be able to indicate the location and state its purpose.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	70%	75%	80%	90%	

Work Plan

BEST COPY AVAILABLE

CONSULTIVE DOMAIN - 4.0

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members, technicians and community resource people are aware of and involved in giving consideration to the individual needs of students.

Indicator
Integration of career experiences into the school curriculum.

OBJECTIVE: 4.1 Of the ___teachers who wish assistance in establishing a career unit as an integral part of their class curriculum, ____% will receive assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	80%	90%	100%	

Work Plan

BEST COPY AVAILABLE

CONSULTIVE DOMAIN - 4.0

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members and community resource people are aware of and/or involved in giving consideration to individual need of students.

Indicator
Survey of community leaders after presentations.

OBJECTIVE: 4.2 Of the _____community leaders that desire assistance in becoming aware of student orientated post-graduate educational programs _____% will demonstrate assessable behavior as evidence of increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	85%	95%	

Work Plan

BEST COPY AVAILABLE

Hal Lemmy

CONSULTIVE DOMAIN - 4.0

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members and community resource people are aware of and/or involved in giving consideration to individual need of students.

Indicator
Survey of community leaders after presentation and tour.

OBJECTIVE: 4.3. Of the _____community leaders that desire assistance in becoming aware of the Career Development Program, _____% will display assessable behavior as evidence of a reasonable amount of awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	80%	95%	

Work Plan

BEST COPY AVAILABLE

CONSULTIVE DOMAIN - 4.0

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members and community resource people are aware of and/or involved in giving consideration to individual need of students.

Indicator
Survey of community leaders after presentations.

OBJECTIVE: 4.4 Of the _____community leaders that desire assistance in becoming aware of student orientated pre-graduate educational programs, _____% will demonstrate assessable behavior as evidence of increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	75%	85%	

Work Plan

CONSULTIVE DOMAIN - 4.0

BEST COPY AVAILABLE

Fellows

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members and community resource people are aware of and/or involved in giving consideration to individual need of students.

Indicator
Number of properly written referrals.

OBJECTIVE: 4.5 Of the _____teaching staff members needing assistance in becoming aware of proper referral techniques ____% will demonstrate assessable behavior as evidence of increased awareness.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	80%	85%	

Work Plan

 BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members and community resource people are aware of and/or involved in giving consideration to individual need of students.

Indicator
Number of teacher contacts with counselors after the original referral.

OBJECTIVE: 4.6 Of the _____teaching staff members needing assistance in becoming more proficient in follow-up techniques,_____% will demonstrate assessable behavior as evidence of a reasonable amount of proficiency.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	75%	80%	

Work Plan

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members, technicians and community resource people are aware of and involved in giving consideration to the individual needs of students.

Indicator
Integration of career experiences into the school curriculum.

OBJECTIVE: Of the _____ teachers who wish assistance in establishing a career unit as an integral part of their class curriculum, _____% will receive assistance.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	80%	90%	100%	

Work Plan

CONSULTIVE DOMAIN - 4.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system which will ensure that teachers, administrators, board members and community resource people are aware of and/or involved in giving consideration to individual need of students.

Indicator
Integration of career experiences into the school curriculum.

OBJECTIVE: Of the _____teachers who wish assistance in establishing a career unit as an integral part of their class curriculum, ___% will in fact establish a career unit.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	80%	90%	95%	

Work Plan

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pupil personnel workers' response on a survey administered by the AP Guidance

OBJECTIVE: 5.1 Of the _____pupil personnel workers at WHS, ___% will indicate on a survey their feeling that the District Salary Schedule is competitive.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	95%	100%	

Work Plan

JOB SATISFACTION DOMAIN - 5.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pupil personnel workers' response on a survey administered by the AP Guidance.

OBJECTIVE: 5.2 Of the _____pupil personnel workers at WHS, ____% will indicate on a survey their feeling that the District provides adequate clerical help.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	95%	100%	

Work Plan

JOB SATISFACTION DOMAIN - 5.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pupil personnel workers' response on a survey administered by AP Guidance.

OBJECTIVE: 5.3 Of the ____pupil personnel workers at WHS, ____% will indicate on a survey their desire to continue to function as a pupil personnel worker in the HBUHS District.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	75%	95%	100%	

Work Plan

BEST COPY AVAILABLE

JOB SATISFACTION DOMAIN - 5.0

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pupil personnel workers' response on a survey administered by AP Guidance.

OBJECTIVE: 5.4 Of the ____pupil personnel workers at WHS, ____% will indicate on a survey their feeling that good communications exist among the pupil personnel staff.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	----	70%	90%	100%	

Work Plan

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pupil personnel workers' response on a survey administered by AP Guidance.

OBJECTIVE: 5.5 Of the ____pupil personnel workers at WHS, ____% will indicate on a survey their feeling that the pupil personnel staff are performing as a team.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	70%	90%	100%	

Work Plan

JOB SATISFACTION DOMAIN - 5.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pupil personnel workers' response on a survey administered by AP Guidance.

OBJECTIVE: 5.6 Of the ____pupil personnel workers at WHS, ___% will indicate on a survey their feeling that sufficient opportunities are being provided for professional growth.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	80%	100%	

Work Plan

JOB SATISFACTION DOMAIN - 5.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pupil personnel workers' response on a survey administered by AP Guidance.

OBJECTIVE: 5.7 Of the ___pupil personnel workers at WHS, ___% will indicate on a survey that they have reached (met) their goals and objectives for the year.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60¢	80%	100%	

Work Plan

JOB SATISFACTION DOMAIN - 5.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction

Indicator
Pre and Post survey of Pupil Personnel Staff.

OBJECTIVE: 5.8 Of the administrators, counselors and technicians wishing assistance in acquiring informational retrieval technology, _____% will demonstrate measurable behaviors in evidence of increased proficiency.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	75%	80%	

Work Plan

JOB SATISFACTION DOMAIN - 5.0

BEST COPY AVAILABLE

UNIT GOAL: To establish and maintain a system that will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

Indicator
Pre and Post survey of Pupil Personnel staff

OBJECTIVE: 5.9 Of the _____administrators, counselors, and technicians wishing assistance in acquiring information interpretation technology, _____% will demonstrate measurable behaviors in evidence of increased proficiency.

Year	Unit of Measure	Present Performance	Worst Acceptable	Expected Normal	Best Expected	Outcome
'72-73	%	---	60%	75%	80%	

Work Plan

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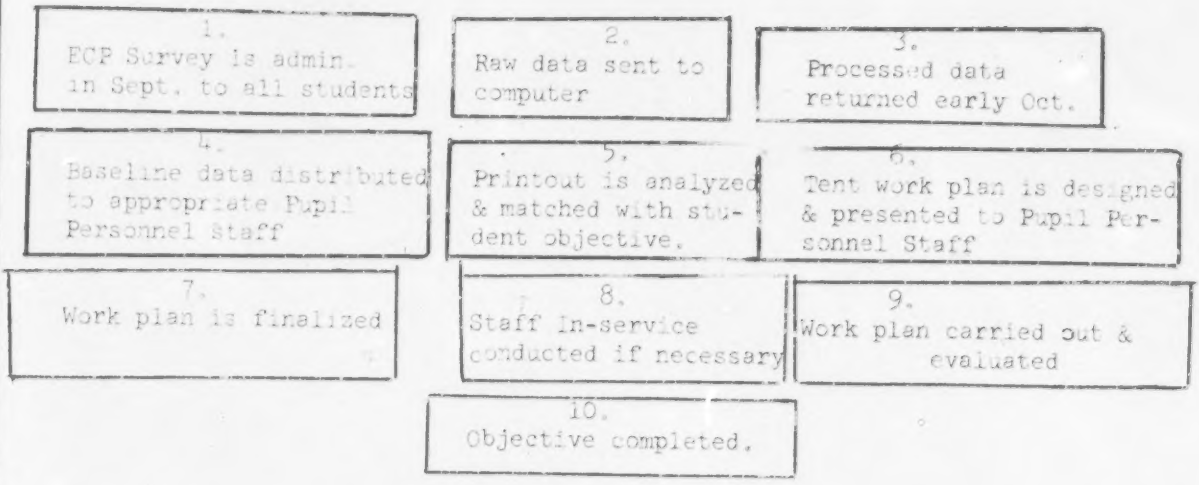
SUGGESTED WORK PLAN FOR IMPLEMENTATION

OF

STAFF AND STUDENT OBJECTIVES

1. Staff negotiates and selects objectives.
2. Counselors and Assistant Principal-Guidance agree upon areas of responsibility.
3. Tentative work plan is designed for each objective.
4. Work plan is reviewed, if appropriate, with staff.
5. In-service training is provided for staff members if necessary.
6. Work plan is carried out.
7. Work plan and objective is evaluated, revised or rewritten if necessary.
8. Recommendations are turned into Sec A-P Guidance.

FLOW CHART


1. ECP Survey is admin. in Sept. to all students
2. Raw data sent to computer
3. Processed data returned early Oct.
4. Baseline data distributed to appropriate Pupil Personnel Staff
5. Printout is analyzed & matched with student objective.
6. Tent work plan is designed & presented to Pupil Personnel Staff
7. Work plan is finalized
8. Staff in-service conducted if necessary
9. Work plan carried out & evaluated
10. Objective completed.

Flow chart related only to those Student Objectives that have a direct connection with the questions on the Educational and Career Planning Survey.

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EDUCATIONAL AND CAREER PLANNING QUESTIONNAIRE

The Educational and Career Planning Questionnaire is designed to provide "Baseline and evaluation" data on students attending Westminster High School. With the exception of Questions #1 and #2, which ask each student to indicate his first and second career interests, all questions are written so they relate directly to a specific measurable objective.

The survey is designed to be given to large groups of students in the very early Fall and requires approximately 40 minutes to administer. Administration of the survey will proceed in an orderly manner if the person in charge is thoroughly prepared and has seen to it that his monitors have received in-service training. For many students the survey will be a learning experience in itself. The phraseology, the ideas, the career possibilities listed for them will be unfamiliar; therefore, questions are encouraged and must be answered promptly during student orientation and during the time students are taking the survey. A key point the survey administrator must bear in mind is that he must fully explain to students why the survey is being administered and how it will benefit them.

Utilization of this needs assessment survey depends to a large extent on when the survey is administered and how soon the results can be tabulated and returned and then utilized by the Pupil Personnel staff in accomplishing their objectives.

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GLOSSARY OF TERMS

1. Accountability: The measure of accomplishments against planned objectives and goals. Accountability is the basis for credit or blame concerning results from the use of resources and authority in meeting responsibilities.

2. Career Development Domain: To establish and maintain a system which will ensure all students the opportunity to develop career objectives consistent with their interests, abilities and values.

3. Consultive Domain: To establish and maintain a system which will ensure that teachers, administrators, board members and community resource people are aware of and involved in giving consideration to the individual needs of students.

4. District Goals: A statement of broad direction, general purpose, or intent which is general and timeless and is not concerned with a particular achievement within a specified time period. Describes what the district wants to achieve.

5. District Philosophy: A composite statement based upon beliefs, concepts and attitudes from which the educational purpose of the district is derived.

6. Educational Domain: To establish and maintain a system which will ensure all students the opportunity to develop educational objectives that are consistent with their interests, abilities and values.

7. Evaluation Staff: Responsibility is on the subordinate and the emphasis is on analysis and improvement rather than on appraisal of the past. The superior works with the subordinate and helps him to analyze his own performance, learn from it and use what he learns to improve his future performance.

8. Illustrative Verb: Words for stating general instruction objectives and specific learning outcomes.

9. Job Satisfaction Domain: To establish and maintain a system which will ensure the opportunity for all pupil personnel workers to achieve job satisfaction.

10. Management by Objectives: Primary emphasis is on mutual planning and problem solving. The method of management which emphasizes goals to be reached and in its full application calls for specific objectives to be established for each position. (It's not what we do but what we get done that counts.)

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11.	Objective Behavioral:	A devised accomplishment that can be measured within a given time and under specifiable conditions which, if attained, advances the system toward a corresponding goal.
12.	Outcome:	A result not an activity.
13.	Performance Indicators:	Events or behavior which indicate how well you are accomplishing your unit goals. There are generally three or four important performance indicators for each unit goal.
14.	Program-Personnel Budgeting System:	Mandated by the State of California to ensure individual and fiscal accountability within public education.
15.	Responsibility:	Involves the agreement to perform specified services for others. Responsibility is acceptance of certain obligations with understanding that the subordinate will be answerable for results.
16.	Self-Directed Management:	Involvement of staff in setting department and individual goals and objectives.
17.	Social and Personal Domain:	To establish and maintain a system which will ensure that all students have the opportunity to experience accepting, non-judgmental relationships necessary to achieve personal and social development.
18.	Unit Goals:	Major outcomes you must produce to help achieve district goals.
19.	Unit Objectives:	The level at which performance indicators must be maintained to achieve desired outcomes, provide basic purpose and direction to activity.
20.	Work Plan (Plan of Action):	Overall strategy and actions needed in order to achieve objectives.

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HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

Career Planning Survey

STUDENT BOOKLET

Prepared by: E. Fillmore

September 1974

★ DO NOT MARK ON THIS BOOKLET ★

CE002808

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

CAREER PLANNING SURVEY

★ DO NOT MARK ON THIS BOOKLET ★

DIRECTIONS: Mark all answers on the answer sheet provided.

Using the list of occupations provided on pages 1 and 2 of this booklet, indicate your occupational choice by filling in the bubbles on the answer sheet that corresponds to the number of the occupation. Please note that you have 122 career areas to choose from; however, if the specific occupation that you are interested in is not listed, you may mark the General Occupational Heading your occupational choice is related to.

REMEMBER: EVERY COLUMN MUST BE BUBBLED IN AS SHOWN IN THE EXAMPLES BELOW.

EXAMPLE 1

First Career Choice		
●	●	0
1	1	1
2	2	2
3	3	3
4	4	●
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

EXAMPLE 1 - If your career choice is number 4, you must bubble in the (0) in columns one and two and the (4) in column three (0-0-4). See Example 1.

EXAMPLE 2

Second Career Choice		
●	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	●	7
8	8	8
9	9	●

EXAMPLE 2 - If your career choice is number 79, you must bubble in (0) in column one, bubble in (7) in column two, and (9) in column three (0-7-9). See Example 2.

After you have indicated your 1st and 2nd career choices, continue on and carefully answer the questions in Sections I through VI. MARK ALL RESPONSES ON THE ANSWER SHEET PROVIDED.

TOTAL ADMINISTRATION TIME:

Minimum - 20 minutes
Maximum - 45 minutes

HUNTINGTON BEACH UNION HIGH SCHOOL DISTRICT

CAREER PLANNING SURVEY

YOU WILL BE INVITED TO CAREER PRESENTATIONS ON THE CAREER YOU CHOOSE.

Read carefully through the following list of careers, paying particular attention to the General Occupational Headings (GOH). Select your first and second choices, and mark the number of your career choice in the appropriate area on the answer sheet.

001. BUSINESS-CLERICAL (GOH)*
002. Accounting
003. Banking
004. Checker-Cashier
005. Data Processing
006. Insurance
007. Merchandising & Marketing Management
008. Real Estate
009. Secretary (Executive, Legal, Medical, Technical)
010. Retail Sales
011. Telephone Operator

012. COMMUNICATIONS
013. Radio-TV
014. Reporter
015. Reporter-Writer
016. Technical Writer
017. Translator

018. APPLIED ARTS
019. Art-Crafts
020. Commercial Arts
021. Cosmetologist
022. Fashion Industry
023. Graphic Arts
024. Home Economist
025. Interior Designer/Decorator
026. Men's Hair Stylist
027. Model
028. Music
029. Photographer
030. Technical Illustrator
031. Theatre Arts

032. HEALTH
033. Dental Hygienist
034. Dental Assistant-Technician
035. Dentist
036. Dietician
037. Inhalation Therapist
038. Medical Assistant-Technician
039. Nurse (Vocational, RN)
040. Optician-Optometrist
041. Pathologist
042. Pharmacist
043. Physician
044. Psychiatrist
045. Therapist (Hearing, Speech, Physical)
046. Veterinarian
047. X-Ray Technician

048. SOCIAL SCIENCE
049. City Manager-Planner
050. Counselor
051. Law Enforcement ~~Officer~~
052. Lawyer
053. Librarian
054. Politician
055. Probation Officer
056. Psychologist
057. Social Worker
058. Teacher (Elementary)
059. Teacher (Secondary, College)
060. Teacher (Learning Handicaps)
061. Teacher (Nursery School)

062. PHYSICAL EDUCATION & RECREATION
063. Athlete-Professional
064. Diver-Professional
065. Physical Education (Teacher, Coach)
066. Recreation Worker

067. ENGINEER-TECHNICIAN
068. Aeronautics
069. Architecture
070. Auto Body
071. Bio-Medical
072. Carpentry
073. Chemical Laboratory
074. Civil

(list is continued on reverse side)

*GOH = General Occupational Heading is indicated by underlining

075. Construction
076. Drafting
077. Electrician
078. Electronics
079. Engineering
080. Manufacturing
081. Mechanic (Auto, Diesel, Motorcycle)
082. Mechanic (Aircraft)
083. Public Utilities Worker (Water, Gas, Electricity, Telephone)
084. Small Appliance/Radio-TV Serviceman
085. Welding

086. ENVIRONMENTAL
087. Sanitarian
088. Radiation Monitor
089. Soil Conservationist
090. Wildlife Biologist
091. Fishery Biologist
092. Ecologist
093. Urban Planner

094. SERVICE
095. Airline Flight Attendant
096. Civil Service (Governmental Jobs)
097. Cook-Chef
098. Driving Occupations (Bus, Truck, Taxi, etc.)
099. Fire Fighter
100. Food Service-Restaurant Management
101. Hotel-Motel Management
102. Laundry and Dry Cleaning
103. Military
104. Mortician
105. Nursery-Landscape
106. Pilot
107. Religious Vocations
108. Waiter-Waitress

109. SCIENCE
110. Agriculture
111. Animal Husbandry
112. Anthropologist
113. Astronomer
114. Biologist
115. Chemist
116. Fisherman (Commercial)
117. Forester
118. Geologist/Archeologist
119. Marine Science
120. Microbiologist
121. Physicist
122. Zoologist

CAREER PLANNING SURVEY

★ DO NOT MARK ON THIS BOOKLET -- PLEASE USE ANSWER SHEET PROVIDED ★

DIRECTIONS: Mark either YES or NO to each question on the answer sheet provided.

1. I wish to talk with a counselor individually or in a small group about my high school course selections and what courses are required for graduation.
   a. YES
   b. NO

2. I wish to talk with a counselor individually or in a small group about post high school technical (community college) and trade school educational opportunities.
   a. YES
   b. NO

3. I wish to talk with a counselor individually or in a small group about college (four years) entrance requirements.
   a. YES
   b. NO

4. I am very much interested in obtaining a scholarship and have a 3.0 (B) Grade Point Average (GPA) or above.
   a. YES
   b. NO

5. I am very much interested in learning about financial aid programs that will help me attend a college, community college, or private technical or trade school.
   a. YES
   b. NO

6. I would like to talk with a counselor and obtain assistance in learning about various types of "study techniques."
   a. YES
   b. NO

7. After graduation from high school, I plan to enroll in Golden West College.
   a. YES
   b. NO

8. After graduation from high school, I plan to enroll in Orange Coast College.
   a. YES
   b. NO

9. I would like information regarding Evening High School and/or Adult Education.
   a. YES
   b. NO

CAREER DEVELOPMENT

10. I wish to talk with a counselor about apprenticeship programs.
    a. YES
    b. NO

11. I am currently enrolled in a Work Experience Program.
    a. YES
    b. NO

12. I know very little about my school's Work Experience Program.
    a. YES
    b. NO

13. I wish to talk with a counselor or Work Experience Coordinator about earning credits and exploring different occupations through my school's "Exploratory" Work Experience Program.
    a. YES
    b. NO

14. I would like to know how I can earn credits through my school's Work Experience Program based on a job I now have or expect to get.
    a. YES
    b. NO

15. I would like help in finding a part-time or full-time job.
    a. YES
    b. NO

16. I would like to attend an orientation program that deals specifically with the location and purpose of the Career Guidance Center.
    a. YES
    b. NO

17. I have not visited the Career Guidance Center.
    a. YES
    b. NO

18. I did not receive the assistance I needed when I visited the Career Guidance Center.
    a. YES
    b. NO

19. I have visited the Career Guidance Center on my campus and found the information and assistance very helpful.
    a. YES
    b. NO

20. I have made no definite "post" high school plans and would like to talk to a counselor concerning my future.
    a. YES
    b. NO

21. Upon graduation from high school, I intend to go to work with no further education.
    a. YES
    b. NO

22. Upon graduation from high school, I intend to get married:
    a. YES
    b. NO

23. Upon graduation from high school, I intend to enter military service:
    a. YES
    b. NO

24. Upon graduation from high school, I intend to enroll in a four-year college/university.
    a. YES
    b. NO

25. Upon graduation from high school, I intend to enroll in a community college and then transfer to a four-year college/university.
    a. YES
    b. NO

26. Upon graduation from high school, I intend to enroll in a community college two-year program and concentrate on learning a trade or technical skill.
    a. YES
    b. NO

27. Upon graduation from high school, I intend to enroll in a private trade or technical school.
    a. YES
    b. NO

28. Upon graduation from high school, I intend to work part-time and go to school part-time.
    a. YES
    b. NO

29. Upon graduation from high school, I do not yet know what I intend to do.
    a. YES
    b. NO

30. I would like to take a "General Interest Inventory" that will help me identify my occupational interests.
    a. YES
    b. NO

31. I would like to take an "Aptitude Test" which will help me decide on an occupation suitable to my potential abilities.
    a. YES
    b. NO

32. At the present time, I am employed outside my home and am not involved in the high school Work Experience Program. (Include babysitting if done on a regular basis.)
    a. YES
    b. NO

33. I would like to be called in for a one-period mini-course on "How to Write a Job Application Cover Letter and Resume."
    a. YES
    b. NO

34. I would like to be called in for a one-period mini-course on "How to Fill Out a Job Application Form."
    a. YES
    b. NO

35. I would like to be called in for a one-period mini-course on learning what items are necessary to know when applying for a job.
    a. YES
    b. NO.

36. I would like to be called in to learn about the "Coastline Regional Occupational Program (CROP)." (CROP provides entry-level training and on-the-job training in occupational areas for junior and senior students for class credit.)
    a. YES
    b. NO

PERSONAL/SOCIAL

37. It is difficult for me to make decisions. I would like my counselor to help me with this process.
    a. YES
    b. NO

38. I would like to talk with my counselor about how to better communicate with my parents, teachers, and classmates.
    a. YES
    b. NO

39. I would like to talk with my counselor about understanding myself better.
    a. YES
    b. NO

40. I would like to meet with other students to discuss problems similar to mine.
    a. YES
    b. NO

41. I would like just to meet with my counselor.
    a. YES
    b. NO

STUDENT ACTIVITIES

42. During this past year (refers to last school year if survey is taken in the early fall), I have been involved in at least one school-sponsored club.
    a. YES
    b. NO

43. During the past year, I have taken part in school-sponsored activities such as: school dances, athletic events (spectator), etc.
    a. YES
    b. NO

44. During this past year, I have been involved in activities outside the school, such as: scouting, Y.M.C.A., church work, Candy Striper work, volunteer work, etc.
    a. YES
    b. NO

45. I would like information on campus clubs and activities.
    a. YES
    b. NO

46. I would like to participate in campus clubs, student government, or student activities.
    a. YES
    b. NO

47. I would like to serve as a student guide (showing new students around the campus).
    a. YES
    b. NO

GENERAL SURVEY

48. I was involved in a Mentally Gifted Minors or Honors Program while in elementary school or intermediate school.
    a. YES
    b. NO

49. I would like to become involved in a high school Honors, Advanced Placement, or Mentally Gifted Minors Program.
    a. YES
    b. NO

50. When I see my counselor for any reason, I am generally satisfied with the help I receive.
    a. YES
    b. NO

51. While in high school, I have never talked with my counselor individually or in a classroom?
    a. YES
    b. NO

52. While in high school, I have talked with my counselor one time individually or in a classroom?
    a. YES
    b. NO

53. While in high school, I have talked with my counselor two times individually or in a classroom?

54. While in high school, I have talked with my counselor three times individually or in a classroom.
    a. YES
    b. NO

55. While in high school, I have talked with my counselor four or more times individually or in a classroom.
    a. YES
    b. NO

56. I have tried unsuccessfully to see my counselor this year.
    a. YES
    b. NO

57. When I see my counselor, I expect my counselor to advise me on a course of action.
    a. YES
    b. NO

58. When I see my counselor, I expect my counselor to discuss alternate solutions--but to allow me to make the decision.
    a. YES
    b. NO

59. When I see my counselor, I expect my counselor to just listen to my problems.
    a. YES
    b. NO

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★ The following series of questions are designed to assist students at specific schools. Would you please answer only the questions related to your school in questions 60 through 64, as necessary.

FOR FOUNTAIN VALLEY HIGH SCHOOL STUDENTS ONLY:

60. I would like information regarding the Fairview Program in Practical Psychology.
    a. YES
    b. NO

61. I would like information regarding the Medical Attendant Program at Fountain Valley High School.
    a. YES
    b. NO

62. I would like information regarding the Food Services Program at Fountain Valley High School.
    a. YES
    b. NO

63. I would like information about the Child Care Program at Fountain Valley High School.
    a. YES
    b. NO

FOR WESTMINSTER HIGH SCHOOL STUDENTS ONLY:

64. I would like to be considered for placement in TITLE I Classes. (For students who are underachieving; have ability but are not getting the grades they should.)
    a. YES
    b. NO

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7/25/74

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